

## **ABSTRACT**

Putri, Meydha Nurhikmah Kusuma. (2016). **The Application of Probing Prompting Model to Increase Ability of Mathematical Understanding and Mathematical Disposition of Vocational School Students.**

One of learning difficulties is that the students are difficult to understand the materials taught by the teacher or in other words, a low level of students' understanding, especially students' understanding in mathematics. Mathematical disposition should be planted and nurtured in the students, because observing the role of mathematical disposition in learning mathematics is very important. In accordance with the issues that have been formulated, the objectives of this study are (1) to determine whether the increased ability of mathematical understanding of students who obtain the learning using Probing Prompting model is better than students who obtain conventional learning; (2) to determine whether the increased mathematical disposition of students who obtain the learning using Probing Prompting model is better than students who obtain conventional learning; (3) to determine whether there is a correlation between the ability of mathematical understanding and mathematical disposition of students who obtain the learning using Probing Prompting model and students who obtain conventional learning. The method used in this study is the Experimental method with pretest-posttest control group design. The population in this study is the students of SMK Negeri 11 Bandung and the sample is two classes of tenth grade in SMK Negeri 11 Bandung. The instruments used are mathematical ability test and mathematical disposition scale. Based on the analysis of data and research findings obtained, it can be concluded that (1) the increased ability of mathematical understanding of students who obtain the learning using Probing Prompting model is better than students who obtain conventional learning; (2) the increased of mathematical disposition of students who obtain the learning using Probing Prompting model is better than students who obtain conventional learning; (3) there is no correlation between the ability of mathematical understanding and mathematical disposition of students who obtain the learning using Probing Prompting model and students who obtain conventional learning.

**Keywords** : Probing Prompting, ability of mathematical understanding, mathematical disposition